

**STATE BOARD ADVISORY PANEL  
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on January 15, 2013, from 9:30 am – 3:30 p.m.

Members Present

Lisa Bernier  
M. Diane Bruening, Ed.D.  
Patricia L. Carey  
Susan Douglas  
David Kendall Grant  
Ashley Hafner  
Robert Hill, Ed.S.  
Gail Jacobs, Ed.D., Co-Chair  
Leanne Murrillo  
Edward O'Neill  
Kimberly A. Peaslee  
Laura Schweers  
Christopher Tiffany  
Amy Vanderluit  
Nancy K. Williams, Co-Chair  
Gene Yarbrough

Others Present

Angela Denning, ADE/ESS  
Holly Ford, ADE/ECSE  
Jeannette Zemeida, ADE/ESS

Members Absent

Ronald L. Clanton  
Amanda Heyser  
Sharon Lynch  
Dr. Ida Malian, Vice Chairperson

Minutes Approved (As Read)(As Amended)

Chairperson: \_\_\_\_\_

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 9:34 a.m.	1. None.
2. Approval of November 20, 2012 minutes.	<p>Sue Douglas made a motion which was seconded by Patricia Carey to approve the minutes of the November 20, 2012 meeting.</p> <p>The motion was approved.</p>	2. Motion carried.
3. Public Comment.	Dr. Gail Jacobs welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a `brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Common Core/PARCC Assessment.	<p>Audra Ahumada, AIMS A Coordinator, Arizona Department of Education (ADE) updated the Panel on the development of the assessments for the Common Core Standards.</p> <p>The National Center and State Collaborative (NCSC) is the alternate assessment consortia.</p> <p>Ms. Ahumada conducted a day-long mega webinar that was attended by more than 300 people. The mega webinar was well received. Another webinar will be held sometime in the future.</p> <p>Arizona has a transition plan for introducing the new alternate assessment information. The webinar, which introduced the math curriculum and instructional supports from NCSC, was the first piece.</p> <p>Ms. Ahumada first piloted the materials in a district she has been working with for a couple of years in preparation for this transition. Initially, ADE was going to roll out every piece of material that came out for the math curriculum. However, ADE decided that the teachers were not able to take in that much information at once. Instead, one document, the instructional resource guide for math, was introduced in the mega webinar. Teachers will be able to implement it in their classrooms. It gives them explicit instructions of how to perform prompts. (This document was reviewed at the November 20, 2012 SEAP meeting.)</p> <p><i>[Diane Bruening arrived at 9:40 a.m.]</i> <i>[David Kendall Grant arrived at 9:42 a.m.]</i> <i>[Kimberly Peaslee arrived at 9:42 a.m.]</i></p> <p>NCSC is going to be conducting an alignment study in the Phoenix area. The alignment study will look for alignment between the common core standards and the content core connectors.</p>	4. None.

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	<p><i>[Laura Schweers arrived at 9:55 a.m.]</i></p> <p>Announced release dates for common core materials may change; Ms. Ahumada encourages individuals to check the ADE website for updates. NCSC will post their information on their website as well. There will be a link to the NCSC webpage on the ADE webpage.</p> <p>Arizona is working with NCSC on the development of element cards. Ms. Ahumada previewed them at the November SEAP meeting. Several teachers in the community are working on these materials. Arizona was one of the states that were asked to develop new ideas for supports and scaffolds for the element cards.</p> <p>Dr. Leila Williams and Ms. Ahumada convened a focus group for Arizona; they are developing a guidance document on what it means to be college and career prepared. They are using the word “prepared” instead of “ready” because the committee felt that the term “ready” indicates that if you are not, then you can’t move forward. This relates to students with significant cognitive disabilities.</p> <p>Ms. Ahumada shared a document that was created by ADE Assessment personnel that has Partnership for Assessment of Readiness for College and Careers (PARCC) updates. [Handout 1] SEAP members will be able to review the information and distribute it to colleagues. There are links for PARCC information on the ADE website as well.</p> <p>PARCC is asking for feedback on the draft policy addressing writing accommodations for students with disabilities. PARCC will be accepting public comments through February 20, 2013.</p> <p>The look of the new assessment will be very different from Arizona’s current assessment. PARCC is considering accommodations that haven’t been offered for the Arizona assessment up until now. However, there will be strict guidelines for eligibility.</p> <p>Ms. Ahumada fielded questions from the Panel. [Attachment 2]</p> <p>The Panel had a discussion on the use of Avatars on the test for blind students. Mr. Hill explained to the Panel why he and many others are against this proposed idea.</p>	
5. Early Childhood Special Education (ECSE).	<p>Holly Ford, Program Specialist, Early Childhood Special Education (ECSE) updated the Panel on ECSE activities.</p> <p>Arizona has implemented the use of a new assessment tool for Indicator 7, Preschool</p>	5. None.

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	<p>Outcomes. The new tool is called Teaching Strategies GOLD; this is an observation based, ongoing progress assessment. It is based on daily and weekly observations and work samples of the child. [Attachment 3]</p> <p>Teaching Strategies GOLD was adopted by the Arizona State Board of Education in 2010 and districts and head starts began using it in School Year (SY) 2011-2012.</p> <p>Arizona is establishing a new baseline for Federal Fiscal Year (FFY) 2011 based on the use of this new assessment tool. There are about 32,000 children in the statewide license of GOLD. About 9,500 of those children have IEPs.</p> <p>Ms. Ford fielded questions and concerns from the Panel regarding setting a baseline and targets based on one year's use of the new assessment tool.</p> <p>FFY 2011-2012 will be the first year that the Office of Special Education (OSEP) has required data is reported for Indicator 6 (Preschool Least Restrictive Environment). This is a baseline year for Indicator 6 as well.</p>	
6. Exceptional Student Services.	<p>Angela Denning, Deputy Associate Superintendent, ADE/ESS updated the Panel on ESS activities.</p> <p>Ms. Denning provided the Panel with information regarding the sequestration and "fiscal cliff". The January 2, 2013 sequester deadline has been moved to March 1, 2013. [Attachments 4 and 5]</p> <p>In response to a question that a Panel member asked Ms. Ahumada, Ms. Denning informed the Panel that the cost of implementing the new common core assessment would be approximately \$131 million per state.</p> <p>Ms. Denning reviewed Indicator data that had been finalized for the State Performance Plan/Annual Performance Report (SPP/APR) since the November SEAP meeting. [Attachment 6]</p> <p>Arizona needs to improve on getting students with a disability to proficiency. Proficiency vs. Growth? Ms. Denning will have the data on growth at the March SEAP meeting. State grades for each district and each school will be based on proficiency and growth.</p> <p>Ms. Denning fielded questions from the Panel.</p> <p>ESS will be sponsoring a Teacher's Institute this summer. It will address evidence-based</p>	6. None.

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	practices.	
	Melissa DeVries is the new Director of Private Schools in ESS. She is located in the Flagstaff office. Her phone number is 928-679-8108.	
	Panel broke for lunch at 11:30 am.	
7. Parent Training Center, Raising Special Kids.	<p>Christopher Tiffany, Raising Special Kids (RSK) and member of SEAP provided the Panel with information regarding RSK.</p> <p>RSK's mission is to improve the lives of children with disabilities and special health needs by providing parents with information, training and support.</p> <p>RSK services include parent to parent support, special education consultation and health care information.</p> <p>The partnership goal between RSK and ESS is to strengthen and expand the statewide network to support parents and schools.</p> <p><i>Mr. Tiffany provided the Panel with a packet of information. The PowerPoint presentation can be found in Attachment 7. Additional materials can be obtained by contacting RSK.</i></p> <p>One of the collaborative activities recently completed was trying to embed in information about ESS Parent Information Network [PIN] on the RSK website so that they could show how RSK and ESS Parent Information Network complement each other.</p> <p>RSK is a non-profit organization. Services are available in English and Spanish. RSK supports families of diverse cultures, structures and backgrounds.</p> <p>Arizona's Parent Training and Information Center (PTI) provides special education training and assistance to families of children with disabilities from birth through high school. Every state has at least one center funded through the U.S. Department of Education under Part D of the Individuals with Disabilities Education Act (IDEA).</p> <p>RSK offers support through workshops and consultations on identification, special education eligibility, and Individualized Education Programs (IEPs), among many others.</p> <p>Mr. Tiffany outlined other trainings held by RSK regarding health care and parent to parent support.</p>	7. None.

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	<p>RSK also has a Parent Panel program. The panel speaks to pre-service special education teachers, pre-service speech therapists, etc. – students who are learning how to work with children with special needs. The parents use the opportunity to describe some great experiences that have happened to their families in school, but also the less-than-positive experiences as well, to give the students the family story and perspective for families who bring their special needs child to school.</p> <p>The Parent Panel visited approximately 34 classrooms last year. The program has been downsized this year so RSK is now working to partner with schools instead of individual teachers.</p> <p>Parent to Parent staff are available to talk to parents who have children who have been newly diagnosed with a disability. The training areas include confidentiality, accountability and “telling their story”, among others. Parent to Parent Support increases a family’s ability to cope, supports families in problem solving and develops awareness of community support.</p> <p>Mr. Tiffany fielded questions from the Panel.</p> <p><i>[Lisa Bernier left the meeting at 1:12 p.m.]</i></p>	
8. Special Education Advisory Panel Business.	<p>Panel members reviewed the SEAP Bylaws.</p> <p>Edward O'Neill made a motion to make the following changes to the SEAP Bylaws:</p> <ul style="list-style-type: none"><li>Addition: Article 5, A.7: Draft meeting agenda.</li><li>Change: Current Article 5, A.7 to A.8</li><li>Addition: Article 5, B.4: Track membership and absences.</li><li>Change: Current Article 5, B.4 to B.5.</li></ul> <p>The motion was seconded by Laura Schweers.</p> <p>Key Points Summary of Meeting:</p> <ul style="list-style-type: none"><li>Audra Ahumada provided PARCC updates on the status of alternative assessment for the common core assessment, including accommodations and technology requirements.</li><li>Holly Ford reported on Indicator 7 data. Board members voiced concern about setting new targets based on one year of data collection with new assessment tool.</li><li>ADE monitoring is beginning to focus monitoring more on outcomes rather than compliance</li><li>Panel recommended that data for academic outcomes be aggregated.</li><li>Christopher Tiffany presented an overview of Raising Special Kids and the three areas</li></ul>	8. None.

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	of support: parent to parent, special education and health care information	
9. Members' Reports from the Field.	<p>Sue Douglas</p> <ul style="list-style-type: none"> <li>In view of recent national tragedies, charter schools are evaluating their campuses to determine whether or not they are providing a safe environment for their families. Many charter schools are single site so they have unique security and safety issues.</li> <li>Concerned about how the loss of the sales tax increase will impact budgets.</li> <li>Concerned about the change in AZELLA (Arizona English Language Learner Assessment) testing. Testing date has been changed to late January/early February instead of later in the year. The testing for all children, including Autistic students, will be conducted by phone.</li> <li>Charters are concerned about the technology needs for the new common core assessment.</li> </ul> <p>Edward O'Neill</p> <ul style="list-style-type: none"> <li>Fiscal concerns about providing services.</li> <li>Possible moratorium on speech and language technician licenses. Three types of licenses: Speech and Language Pathologist (SLP), Speech and Language Pathologist Assistant (SLPA), and Speech and Language Technician (SLT). The SLT license is issued by the Department of Education.</li> </ul> <p>Leanne Murrillo</p> <ul style="list-style-type: none"> <li>Continuing to strive to get youth to understand their disability.</li> </ul> <p>Diane Bruening</p> <ul style="list-style-type: none"> <li>In her experience, parents are reluctant to include their children in discussions regarding their disability.</li> </ul> <p>Nancy Williams</p> <ul style="list-style-type: none"> <li>Teachers are getting larger class sizes.</li> <li>Teachers just want to teach and not have to spend so much time on the required paperwork.</li> <li>Retention is becoming a larger challenge with all the demands on teachers beyond the classroom.</li> </ul> <p>Gail Jacobs</p> <ul style="list-style-type: none"> <li>There are approximately 80 students to be tested on the AZELLA in the Juvenile Detention system. Students are allowed access to a phone. Why are 16-17 year old students being tested on the AZELLA?</li> </ul>	9. None.

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	<ul style="list-style-type: none"><li>• Difficult to determine that some students in special education are there because of a disability. Many incarcerated students are misidentified; many students are not at grade level due to lack of time in a classroom.</li><li>• How will the Arizona Department of Juvenile Corrections (ADJC) test incarcerated students? New assessment is targeted to be online and incarcerated youth aren't allowed internet access. The cost of the test is also a factor.</li><li>• Cost of GED testing, since being privatized, has significantly increased. In the past the cost was \$35 for the test and a student could take it as many times as he needed to pass the test (included all 5 sections). The test is now individually at \$25.00 per section, per student. If the student fails the section, the retest is an additional \$25.00 every time the student retakes the test.</li></ul>	
	Patricia Carey <ul style="list-style-type: none"><li>• There are currently 15,000 children in Arizona's child welfare system.</li></ul>	
	Amy Vanderluit <ul style="list-style-type: none"><li>• Questions and concerns regarding the ADE Empowerment Scholarship.</li></ul>	
	Laura Schweers <ul style="list-style-type: none"><li>• Arizona Project Search is looking for additional funding sources.</li><li>• There are currently 5 programs operating throughout Arizona.</li></ul>	
	<i>[Diane Bruening left the meeting at 2:54 p.m.]</i>	
	Gene Yarbrough <ul style="list-style-type: none"><li>• Department of Corrections (ADOC) has the same technical issues that ADJC has.</li><li>• Trying to get their classrooms networked for GED testing.</li><li>• There will be a paper/pencil test as an accommodation for GED testing. It will only be available for special education students.</li><li>• In a prison setting the medical staff does not work for education as they do in a public school. ADOC has difficulty getting vision and hearing screenings done.</li><li>• ADOC has met with the Department of Health Services personnel and all of the special education teachers are now qualified to do audiology testing.</li></ul>	
	David Grant <ul style="list-style-type: none"><li>• How do parents/students get access to electronic textbooks? Parents aren't informed how to do so.</li><li>• Students need to be taught study skills. Rights and resources.</li></ul>	



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	<p>Kimberly Peaslee</p> <ul style="list-style-type: none"><li>Concerns regarding assistive technology and student access to information</li><li>Concerns regarding Empowerment Scholarship and other funding available to parents.</li></ul> <p>Christopher Tiffany</p> <ul style="list-style-type: none"><li>RSK gets a lot of questions regarding assistive technology. He has his own challenges in his own home as well because his son uses an AT device.</li><li>Staff at son's school may need more training in how to access and use AT.</li></ul> <p>Ashley Hafner</p> <ul style="list-style-type: none"><li>Lack of congruency that exists between those with physical disabilities and those with mental disabilities. She shared a recent personal experience.</li></ul>	
10. Adjournment.	<p>The next SEAP meeting is scheduled for March 5, 2013. It will be held at the Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, AZ.</p> <p>The meeting was adjourned at 3:10 pm.</p>	10. Adjournment.